

## **RID – PEPS Meeting**

### **Attendance and Minutes**

**Wednesday, June 4 10:00 – 11:30 pm, Room 82D4**

#### **I. Invitees/attendees are shown below:**

Name	Email	Phone	In Attendance?
Calvin Whitaker	calvin.whitaker@ed.gov	202.377.3045	N
Jay Long	jay.long@ed.gov	202.377.4313	Y
Chris Hill	chris.hill@ed.gov	202.377.4314	N
Patricia Patterson	patricia.patterson@ed.gov	202.377.4262	Y
Brad Wilson (IP - RID Team)	bradleyawilson@bearingpoint.net	703.747.3180	Y
Steve Jarboe (IP – RID Team)	steven.r.jarboe@accenture.com	202.962.0779	Y

#### **II. Agenda**

- A. Review PEPS Routing Identifiers (ID) and their relationships to other Partners responsible for routing schools, and others through the Enterprise.

#### **III. Outcomes**

1. Audit Module within PEPS contains school servicers. They currently have a four digit code, but there is an ongoing effort to get this group OPE\_IDs (starting w/ a '7').
2. GA\_IDs are [5-9]##.
3. IPEDS – used on surveys that go to schools (including high schools). This data collection also includes the accreditation organizations (American Bar Association, etc).
4. Every main branch school in FSA has an IPEDS, some, but not all, additional locations have IPEDS.
5. Revised OPE\_ID (ROPE) – created 3-4 years ago to deal with the name space limitation with OPE\_ID – i.e. schools could only have 99 additional locations. The format of the ROPE uses the leading digit (most commonly a '0') to indicate overflow additional locations. The maximum limit is currently 599 additional locations.
  - a. 0#####00 – Main branch
  - b. 0#####[01-99] – additional locations 1-99
  - c. 1#####[00-99] additional locations 100-199
  - d. 2#####[00-99] additional locations 200-199
  - e. 3#####[00-99] additional locations 300-199
  - f. 4#####[00-99] additional locations 400-199
  - g. 5#####[00-99] additional locations 500-199
6. Some schools already are approaching the 400 additional location level.
7. PELL\_ID – this usually matches the OPE\_ID – i.e. 0####
8. FFEL – first six digits of the OPE\_ID. Only main schools get a FFEL\_ID
9. Additional locations may get a PELL or DL\_ID.
10. Tracking the funding to a student level is difficult for PELL because schools may distribute the funds to additional locations without reporting to FSA. The money would go to a main (w/ a PELL\_ID) then distributed. DL potentially has the same problem.
11. There is currently no way to identify distance-learning institutions. Currently, accreditation requires a physical location where students would be taught. This prevents distance learning institutions getting Federal School Codes to inform the population in Chicago that distance learning (provided by an institution physically in FL) is available in their area.
12. Foreign locations are also problematic. An institution may have a relationship with a foreign location. Depending on the student's association with the locations within a system, you may have two students in the same foreign learning location having funding from different OPE\_IDS. University of MD is an example of this.
13. Phases of Certification:
  - a. Eligible – lowest level – implies that entity is eligible to participate in ED programs.
  - b. Provisional Certification – probationary certification
  - c. Certified – accepted in a program (PPA)
14. Loan deferment is another issue that must be addressed. Schools that traditionally would not need to be identified by FSA (e.g. Naval Academy, because there is no tuition), need to be identified because of loan deferment. Students obtaining aid for attendance in a school then transferring to an institution like the Naval

---

Academy need to have their repayments deferred. Deferment requires the student be attending a Title IV school, thus the Naval Academy would need to be identified. It is identified in PEPS with a flag indicating it is for deferment purposes only – not certified for any program.

**IV. Action Items:**